**Module 8 Memory Learning Objectives**

Upon completion of this module students will be able to do the following:

1. Describe Atkinson­-Shiffrin’s classic three­stage processing model of memory, and explain how the concept of working memory clarifies the processing that occurs in short­ term memory.

2. Describe the types of information we encode automatically, and contrast effortful processing with automatic processing, giving examples of each.

3. Describe the benefits of meaning, imagery, and organization in processing information, and identify some memory-­enhancing encoding strategies.

4. Contrast two types of sensory memory, and describe the duration and capacity of working/short­term memory.

5. Describe the capacity and duration of long-­term memory, and discuss the biological changes that may underlie memory formation and storage.

6. Distinguish between implicit and explicit memory, and identify the main brain structure associated with each.

7. Contrast the recall, recognition, and relearning measures of memory, and explain how retrieval cues can help us access stored memories.

8. Describe the impact of environmental contexts and internal emotional states on retrieval.

9. Explain why we should value our ability to forget, and discuss the roles of encoding failure and storage decay in the process of forgetting.

10. Explain what is meant by retrieval failure, and discuss the effects of interference and motivated forgetting on retrieval.

11. Explain how misinformation, imagination, and source amnesia can distort our memory of an event.

12. Discuss whether young children’s eyewitness reports are reliable, and describe the controversy over reports of repressed and recovered memories.

13. Explain how an understanding of memory can contribute to effective study techniques.